



Subject Overview

History					
Vision for History History will help pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. Teaching will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past.		Key Concepts Continuity & Change Cause & Consequence Similarity Difference Significance		Content and Sequencing Learning is sequenced so that knowledge is built upon each year e.g. In EYFS children talk about past and present events in their own lives and in the lives of family members; Year 2 an understanding of events beyond living memory that are significant nationally or globally e.g. the great fire of London; Year 6 the achievements of the earliest civilisations e.g. the ancient Greeks.	
Curriculum Drivers					
Aspirational	Outward Looking	Conceptual	Experience Led	Language Rich	Enquiry Based
History teaching will foster a real sense of curiosity to find out about our national and global history. History teaching will inspire pupils to learn from events in the past and how history can inform decisions for our global future. History teaching will equip pupils to ask perceptive questions, think critically, weigh evidence, and develop perspective and judgement.	History teaching and learning builds pupil's knowledge of their own past as well as the wider world. They will know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.	Our pupils should be able to organise their History knowledge, skills and understanding around our key concepts, or as we like to explain them to children – learning hooks. These concepts underpin learning in each milestone. This enables pupils to reinforce and build upon prior learning, make connections and develop subject specific language.	True Historians make discoveries through enquiry and questioning. History teaching and learning makes use of local experts as well as places of wider historical interest to make learning memorable. Children make links to their own experiences to make sense of new knowledge.	The quality and variety of language heard and spoken are key factors in developing historical vocabulary and articulating historical concepts clearly and precisely. Language and vocabulary will build as children journey from EYFS to year 6. E.g. old, past, timeline, comparison, continuity.	History teaching and learning begins with asking questions. Throughout a unit of learning, children are encouraged to question historical events with a sense of excitement and curiosity.
Links with Mathematics and English		Progressive		Inclusive	
Opportunities to apply their English skills: <ul style="list-style-type: none"> ➤ Create their own historical accounts ➤ Comprehension of historical texts Opportunities to apply their Mathematics skills: <ul style="list-style-type: none"> ➤ Review data collection on Historical events ➤ Rounding, averages 		<ul style="list-style-type: none"> ➤ Historical enquiry will be evident in books. ➤ Evidence of the geographical process will be clear – investigating, analysing, and responding. ➤ Children can talk confidently at each stage about the historical concepts being taught. ➤ Evidence of children applying their understanding after the unit of learning or another subject. 		<ul style="list-style-type: none"> ➤ Task varied to support children to access the task. ➤ Learning is challenging. ➤ Children's starting point are identified using assessment tools and teaching builds on prior knowledge. ➤ The curriculum is practical to engage all. ➤ The outside environment and other resources are used to aid understanding. 	

